DOCUMENT RESUME

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TITLE	Affective Growth: Pupil and Teacher--(Santa Cruz Bilingual Education Design-- A Teacher Training System). Description of Teacher Inservice Education Materials.
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ABSTRACT

The described inservice teacher education materials are designed for teachers at all levels in bilingual classrooms who wish to develop childrens' interest in enhancing their awareness and ability to deal with cultural diversity. The contents of the modules used in this program are outlined, and activities and resources involved in their use are described. Ordering information for materials is provided, and a critique of the product is included. Materials are presented in both English and Spanish. (JD)

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ED174575

DESCRIPTION OF TEACHER INSERVICE EDUCATION MATERIALS

SUMMARY INFORMATION

Title: AFFECTIVE GROWTH: PUPIL AND TEACHER - (Santa Cruz Bilingual Education Design - A Teacher Training System)

Publication Date(s): October 1978 (copyrighted)

Intended Users: Pre- and inservice teachers in bilingual classrooms - also appropriate for all persons involved in the education of children interested in enhancing their awareness of and ability to deal with cultural diversity

Grade Level(s): All levels

Number: Group

Primary Focus: The intent of these materials is to give teachers in a bilingual setting the necessary skills and insights to deal effectively with the affective dimension of multicultural education.

School subject(s) and/or inservice topic(s) covered:

These inservice and preservice materials are intended to enhance teacher self-awareness and aid in promoting in the affective growth of both pupils and teachers. The product is presented both in English and in Spanish.

What participant does in using the materials:

Participants read materials and view filmstrips and engage in discussions and activities as outlined in the Trainer's Manuals. There are many opportunities to exchange ideas and experiences.

Resources:

The product has 4 modules containing detailed Trainer's Manuals. Also needed: trainer, meeting place, sound filmstrip projector and screen, and approximately 14 hours of total time.

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Describer critique:

This package offers a comprehensive and detailed blueprint for meeting the specific concerns of bilingual teachers. It is very well done and should enable users to enhance their understanding of the possible problems arising in the home, the community and the school when several cultures are preserved in a single educational setting.

SP014 265

(N) Affective Skills, (M) Self-concept,
(M) Interaction: Teacher-Student, Student-Teacher
(M) Values

BI4

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1.0 PURPOSES:

RATIONALE

The main purpose for developing these training materials was to meet a clearly identified need for well-trained bilingual education teachers and to provide a comprehensive training system through which these teachers could acquire the necessary skills and sensitivities needed to meet this need.

GOALS

This product is intended to help teachers in a bilingual setting to achieve affective growth through their understanding of values and their increased awareness of positive ways to improve the self-concept of students.

OBJECTIVE

The objectives for each of the four modules are clearly stated and include the following:

1. To describe factors related to self-actualization,
2. To develop a greater awareness of one's own self-concept,
3. To explore values during a values clarification activity,
4. To speak in positive ways of students' values systems,
5. To learn reasons for using a bilingual multicultural approach, and
6. To list several types of affective growth activities.

SP014265

2.0 CONTENT — Scope and Sequencing of Topics:

SCOPE - This package is composed of four modules:

Module 1: Teacher Self-actualization - (maximum time required 1½ hours)

- 1 Trainers' Manual
- 1 Handout #1, "Do I..." Self-Evaluation Series
- 1 Handout #2, Characteristics of Self-Actualizing Person
- 4 Game sets, The Tell Game
- 24 Criterion-Referenced Tests
- 24 Program Structure Sheets

Module II: Understanding Values (Maximum time required 1½ hours)

- 1 Trainer's Manual
- 1 Handout #1, As the World Burns
- 1 Sound Filmstrip, A Meeting of Cultures: The Hispanic Children School
- 24 Criterion-Referenced Tests
- 24 Program Structure Sheets

Module III: Teacher Awareness of Child Self-Concept

- 1 Trainer's Manual
- 1 Sound Filmstrip (same title as module)
- 24 Criterion-Referenced Tests
- 24 Program Structures

Module IV: Activities for Affective Growth

- 1 Trainer's Manual
- 1 Handout #1, Criteria for Developing Affective Growth Activities for the Bilingual Classroom
- 1 Handout #2, Types of Affective Growth Activities
- 1 Handout #3, Bibliography for Affective Growth: Pupil and Teacher
- 4 Activity kits Affective Growth Activities
- 1 Envelope containing 16 Blank Lesson Plans
- 24 Criterion - Referenced Tests
- 24 Program Structure sheets

Sequence - The sequence suggested by the developer (using the modules consecutively according to number) appears to be a logical one and should be followed.

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main inservice activities:

Participants (suggested size of group: 24) are gathered in a classroom-like setting in four groups of six people. A suggested room arrangement is illustrated in each Trainer's Manual.

A trainer introduces each module after briefly reviewing the material already covered. Specific instructions on how to proceed are given in each Trainer's Manual. Depending on the module, participants view filmstrips or follow instructions in handouts. The materials are used as a basis for discussion and self-evaluation; experiences are shared at the end of each of the four modules; a criterion-referenced test is administered.

3.2 Help given in use of product:

The Trainer's Manual included in each module gives very specific directions and the procedures are clearly defined and easy to follow. Terminal objectives - both performance objectives and process objectives - are stated for each moduel, and the materials provided make meeting these objectives possible.

All materials (print and audio) are provided in both English and Spanish.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

There is a criterion-referenced test for each module with which to determine how well the terminal objectives of that module have been mastered.

The level of satisfactory performance for the test has been left blank so that each district may determine its own criteria for successful performance.

PROJECT ON UTILIZATION OF INSERVICE EDUCATION R&D OUTCOMES
National Education Association
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

5.0 ORDERING INFORMATION

5.1 Resources required/recommended for implementing product:

In addition to the program components of the package, the following resources are required to implement the product:

1. A trainer;
2. A room (with tables, chairs and blackboard) large enough to accomodate up to 24 people;
3. Synchronized sound filmstrip projector screen; and
4. Time to complete 4 1½ to 2-hour sessions (approximately 14 hours).

5.2 Distributor name/address:

Arizona Bilingual Material Development Center
College of Education, Box 601
University of Arizona
Tucson, Arizona 85721

Dr. Angel Carranze
tel: (602) 626-1618

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
AFFECTIVE GROWTH: PUPIL AND TEACHER				
4 Modules which include:				
	4 Trainer's Manuals	385.00		Y
	6 Handouts - $1.50 each additional			Y
	4 Activity Kits			Y
	2 Filmstrips			Y
	2 Audiotapes			Y
	16 Blank Lesson Plans			Y
.12¢ each additional	4 Sets of one game			N
	4 Criterion - Referenced tests (25 of each)		1/person	Y

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6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

The developers are Dr. Elizabeth Antley, Project Director, and Dr. Angel J. Carranza, Assistant Director, Arizona Bilingual Material Development Center, College of Education, University of Arizona in Tucson.

Dr. Antley was formerly on the faculty of the University and is currently the Director of the Arizona Bilingual Materials Development Center at the University of Arizona. She is aided by a staff of writers and experts who participated in the development of the materials.

6.2 How developed and when:

Development of the ten components of this Teacher Training System (each consisting of several modules) was begun in 1974 and funded through a Title VII HEW grant. The materials were developed after a needs assessment was made, showing that appropriate bilingual materials were not available. There were 2 phases in the evaluation of the product: 1) A group of teachers from various parts of Arizona examined the material and made recommendations for changes; and (2) materials were sent to 15 sites throughout the country for pilot-testing and user evaluation. The recommendations which were made were incorporated in the final product

6.3 Evidence of effectiveness with users:

Data from the field-tests which were conducted are not available at this time.

DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

The resources contained in the four modules, together with the related bibliography included in Module IV, made the task of achieving the stated objectives eminently possible. The technical quality of the material is good and the packaging is colorful, if somewhat more bulky than necessary. Each module can be presented both in English or in Spanish and is appropriate for teachers of all grade levels. The package could also , with some modifications, be adapted for the training of teachers not in a bilingual setting, but interested in affective growth.

Content accuracy/social fairness/community acceptance issues:

The very nature of these materials indicates an awareness of and sensitivity to the need for dealing with the affective growth and self-actualization of both teachers and students in a multicultural setting. Techniques for reducing conflict between the home, the community, and the school are presented and there is a realistic recognition of the possible problems which might arise when attempting to incorporate several cultures in a single educational setting.

Overall summary/comment:

These modules offer a comprehensive program to meet the specific concerns of bilingual teachers. The program offers ways to achieve affective growth, adopt good modeling behavior and acquire interaction skills. Such skills would make it possible for teachers to encompass a variety of cultural values and deal with the conflict which might arise in a multicultural setting. The self-evaluation exercises allow teachers to become aware of their own biases and possible prejudices, and to acquire ways with which to deal with them and enhance their performance as bilingual teachers.

LB - 5/79